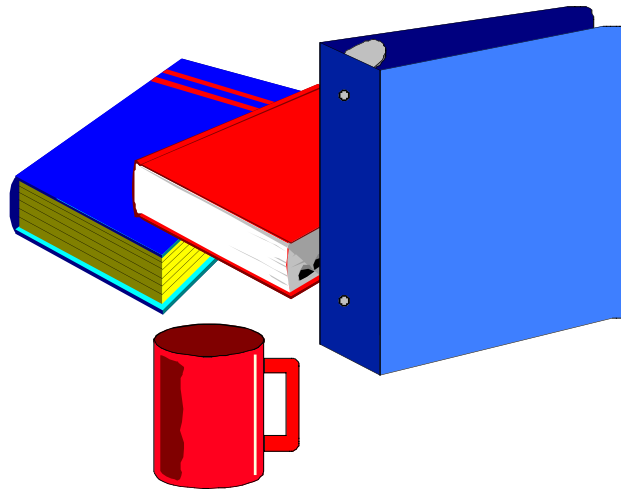


**Direct Support Professional Training
Year 1**

Teacher's Resource Guide



Session #9 Daily Living

**Department of Education
and the
Regional Occupational Centers and Programs
in partnership with the
Department of Developmental Services**

1999

List of Class Sessions

Session	Topic	Time
1	Introduction, Overview of Developmental Disabilities, Values, Diversity	2 hours
2	Communication	3 hours
3	Wellness: Nutrition, Exercise and Safety	3 hours
4	Wellness: Medications	3 hours
5	Wellness: Responding to Individual Needs	3 hours
6	Positive Behavior Support	3 hours
7	Teaching Strategies: Relationships, Task Analysis and Prompts	3 hours
8	Teaching Strategies: Positive Feedback and Natural Times to Teach	3 hours
9	Daily Living	3 hours
10	Individual Rights, Laws and Regulations	3 hours
11	Leisure and Recreation	3 hours
12	Competency Test	3 hours
Total Class Sessions		12
Total Class Time		35 hours

Session: 9
Topic: Daily Living

Core Objectives: Upon completion of this module, the DSP should be able to:

- DL-1 Recognize and support the individual's daily routine.
- DL-2 Support individuals in establishing and maintaining relationships with family and friends.

Time:	<i>Review of Homework Assignment</i>	10 minutes
	<i>Key Words</i>	5 minutes
	<i>Review Questions</i>	5 minutes
	<i>The Importance of Individual Routines</i>	55 minutes
	 <i>BREAK</i>	 15 minutes
	 <i>Review of Homework Assignment</i>	 15 minutes
	<i>Developing Friendships</i>	65 minutes
	<i>Homework Assignment</i>	10 minutes
	 Total Time	 180 minutes

Materials:

- Overhead Projector or LCD Projector with compatible laptop computer and PowerPoint application;
- Hard copy of overheads or disk with PowerPoint presentation; and
- *DSP Resource Guide* for all class participants.

Preparation

Instructor should read over the presentation outline becoming thoroughly familiar with the information and instructions for presentation. The information could be presented verbatim or paraphrased as long as the essential information is conveyed.

Review of Homework Assignment

Do

Show overhead #1

Say

Welcome to Session #9, Daily Living.

Please keep your homework assignment until the second part of today's class. We'll review it at that time

Key Words

Do

Show overhead #2

Say

In the front of your resource packet, you will find a list of key words that you will hear a lot about during today's session. They are:

Individual Routines

Relationships

Friendships

Social Skills

Your Presentation Notes

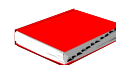
Session 9: Daily Living



Session #9, Overhead 1

Key Words

- Individual Routines
- Relationships
- Friendships
- Social Skills



Session #9, Overhead 2

Review Questions

Do

Show overhead #3

Say

In addition to the key words, there are some important points to remember from today's sessions. As always, you will find those points summarized in the review questions. Those questions are in your resource packet right after the key words. The review questions for today are:

1. What is the importance of individual routine in our daily life? Why is understanding someone's routines so important?
2. What can you do to encourage the development of relationships?
3. What is the value to helping people develop friendships?
4. What are some of the social skills a person might need to encourage friendship?
5. What can you do if you feel unprepared to answer questions about issues relating to intimate relationships?

Your Presentation Notes

In-Class Review

- What's the importance of individual routines?
- What's the value of friendships and how do you support them?
- What are important social skills?
- How can you prepare to answer questions about intimate relationships?

Session #9, Overhead 3

The Importance of Individual Routines

Say

Today we'll be looking at what gets us through the day. In this section, we'll be looking at our own personal daily routines and how we make friends. It is important for us to understand how these things work for us, to make us better able to help others.

Our individual routines begin early each day. Each of us has our own morning routines. These routines provide a comfort to us. At some level, how this part of the day goes might determine how the rest of the day might go. If your alarm clock didn't go off as planned, wouldn't that change the way the rest of your day might go?

Please pull out the handout marked Daily Routines from your packet. For the next 15 minutes, I want you to write EVERYTHING you do from the minute you wake up in the morning until you begin work. I want you to be very detailed. If you shower, write down the order in which you clean yourself, how (if you do) you get shampoo on your head, when you (if you do) get your first cup of coffee, how many times you hit the snooze alarm (if you do). You get the point. You will be sharing these, so don't include things that you make you feel uncomfortable.

Your Presentation Notes

Activity Daily Routines

Write down, in as much detail as possible, everything you do from the minute you wake up in the morning until you arrive at work. Be very specific. You will be sharing this list, so don't include things that might embarrass you.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.

After 15 minutes-

Say

Now I would like you to exchange your list with a partner in the class. Please read their morning list of individual routines.

Ask

How many of you could start your day with your partner's plan?

How would your life change if you had to start your day like your partner?

For discussion

People should be acknowledging how difficult it would be, and recognizing how important it is not to impose our own daily routines on others. People might start talking about the importance of structure and how much needs to happen in a home in the morning.

You can say that some of the things of everyone's list might include silly things that really matter to us. You can ask people if washing their face first or last makes a difference to them. It does to many people. Then you can ask how they might feel if they were forced to change the way they get ready for work just because it's important to someone else.

Your Presentation Notes

How many of you shower in the morning?

Could you easily switch to showering in the evening?

Could you start taking baths because that was important to someone else?

Do we know the individual routines that are important to the people we support?

How can we find out what's important to people?

Can you imagine how it might be for someone who wants to wash his or her face first, but doesn't have words to say that. That person might have one support person who helps him or her wash their face last, and one who helps them wash their face in the middle of cleaning up. And there could be other ways depending on how many staff support the person.

What have we learned from this exercise?

The point should be made that we have to respect those individual routines that are important to the people we support.

What other routines do we have in our lives?

Your Presentation Notes

Do

Show overhead #4

Individual Routines

- Daily
- Weekly
- Monthly
- Yearly
- Life cycle

Ask

What are some other daily routines? People might say eating meals, reading paper, watching news.

Do

Write on overhead transparency or on flip chart paper if using PowerPoint

Ask

What are some weekly routines? People might say going to church, payday, reading the Sunday paper, dry cleaning, washing clothing, food shopping.

What are some monthly routines? They could include paying bills, and paying rent.

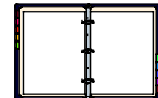
What are some yearly routines? They could include Christmas, Chanukah, paying taxes, renewing insurance, taking vacation, birthday celebrations, and an annual physical.

What are some life cycle routines? They could include getting a driver's license,

Your Presentation Notes

Individual Routines

- Daily
- Weekly
- Monthly
- Yearly
- Life cycle



Session #9, Overhead 4

Resource Guide

Discussion
Routines, Routines, and More Routines

Daily

Weekly

Monthly

Yearly

Life cycle

funerals, weddings, graduations, milestone anniversaries and birthdays.

Say

Now that we have an understanding of the importance of individual routines, are there some things you might do differently where you work?

Break for 15 Minutes

Review of Homework
Assignment

Say

Let's spend a few minutes on the homework assignment. What are the things that your friends like about you? Who would like to share something that a friend likes about you?

After 3 minutes of collecting positive attributes about people

Say

It's important to know why people like us. In order to make friends, it is critical to *be* a friend. Sometimes the people we support lack the social skills to be a friend. We can support people in learning those skills. We'll be talking about what skills are necessary to

Your Presentation Notes

Homework Assignment for Session #9: Making Connections

Directions: At our next meeting, we will be looking at how to help people make acquaintances, connections and friends. Before that meeting, please do the following:

1. Think about and write out five things that your friends say they like about you.

-

-

-

-

-

2. Think about and write down how you met two of the people you call friends.

-

-

meet people in a moment. Let's first look at the many ways that people fit into OUR lives.

Developing Friendships

Do

Show overhead #5

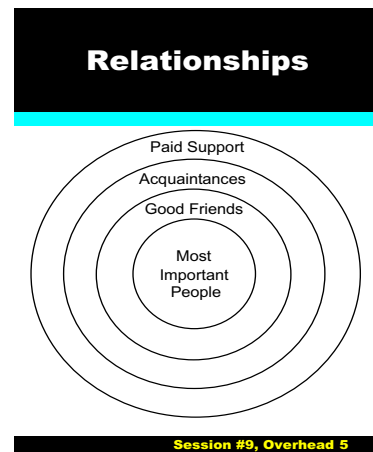
Say

In your packets, each of you has a sheet of paper with 4 circles on it. The labels tell you a little of what we will be doing with that paper. In the very center, please write the people in your life with whom you are closest. Use first names or initials, whichever you prefer. These names might include a husband, wife, partner, parent, sister, or other relative. These are the people you have the most intimate relationships with. If any of these people were not in your life, your entire life would be different.

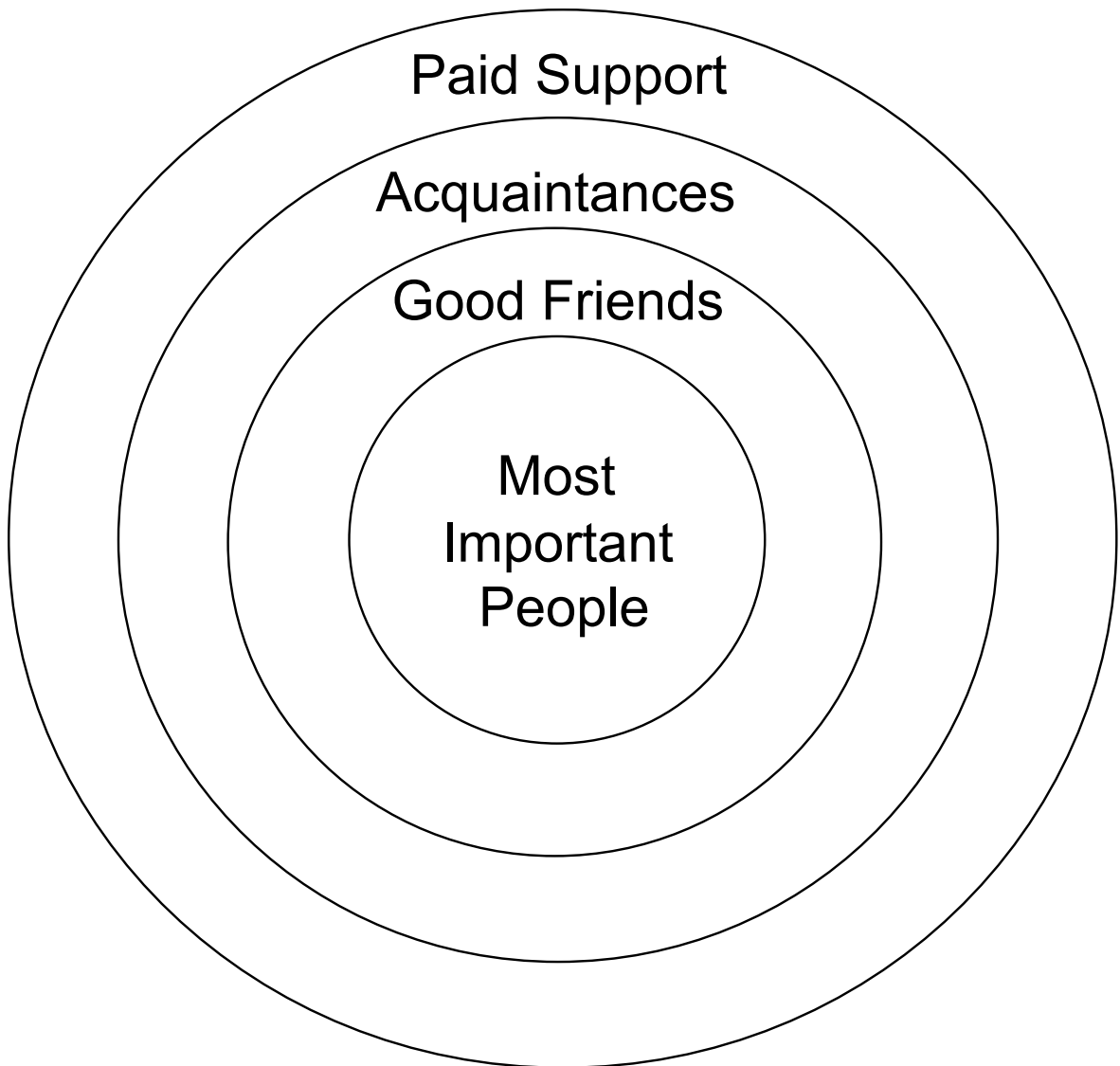
The second circle is for people you call friends. These are people who would remain in your life if they moved. You would still be in touch.

The third circle is for acquaintances. That could include people you work with, people you take classes with, people on your bowling team, or your bicycle club. These

Your Presentation Notes



Activity
Your Circle of Friends



are people you see regularly. If any of these people moved, you'd probably still send holiday cards.

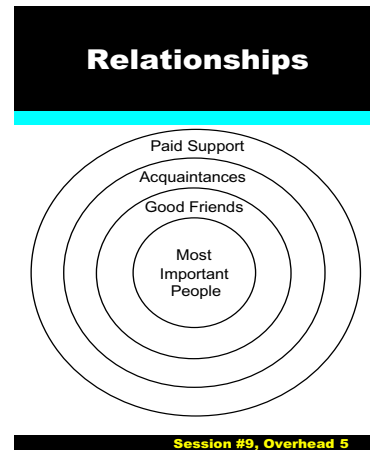
The fourth circle is for people who know you well, but when you get together you have to pay. That could include your doctor, a dentist, a psychologist or social worker, a manicurist, a hair stylist, a barber.

Now let's look at what these circles mean.

Most people have few names in the center circle. This is true for people with disability labels as well as for people without disability labels. There are certainly some people who you support who have no family in their lives. But most people have at least one person in that circle, and generally up to five names.

In the second circle, most people without disability labels have about five names. Most people with disability labels who have done this exercise have no names in that circle. When names are mentioned, they tend to be the names of staff members. There is no doubt these relationships are important, but the friendship would not likely exist without the pay going to the staff person. Sometimes, a person from another program will develop a relationship with someone we support. Those relationships do not always last. They

Your Presentation Notes



tend to fade after one of the people leaves the program.

In the third circle, most people without disability labels have about 5-10 names. Again, people with disability labels often times have no names in that circle.

In the fourth circle, most people without disability labels have about 5-10 names. People with disability labels may have anywhere from 15-50 names in that circle. If a person lived in a place with three shifts of staff each day, with different staff on weekends, and doctors, nurses and other health care workers coming into his/her life, it's easy to get to 50 names. Add to that different people during day program hours.

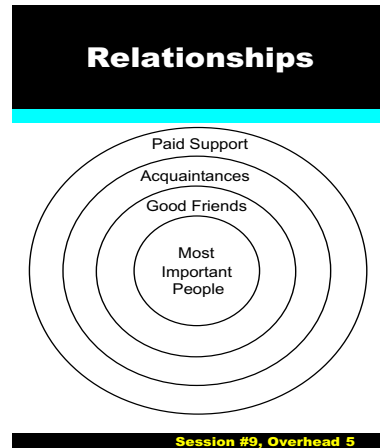
Here are a few questions to discuss:

How do you know the people in your third circle?

Did any of the people in circles 1 and 2 originally start in circle 3?

Circle 3 is a very important circle. That's where the activities of life occur. Those are the people we know because we share activities and interests together. Those are other choir members, classmates, sports team members, cousins, etc. These activities are usually ones in which the possibility exists for

Your Presentation Notes



conversation. In a book called *The Great Good Place* – *cafes, coffee shops, community centers, beauty parlors, general stores, bars, hangouts and how they get you through the day*, the author talks about the places where everyone knows one another and people are there to talk.

Do you know people from any of the places mentioned? Let's think about how we can help people to fill in more people in circle 3.

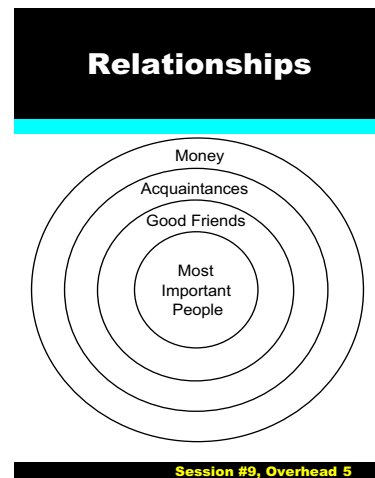
What ideas do you have?

People might say: Enroll in adult education classes, join the local gym, try to assist someone to join the church choir, encourage people to work on political campaigns, helping people to volunteer to work at community events.

People might also say: Go to the mall, go to the movies. Remind people that we are looking for places where people get together to talk.

Let's look at relationships that people have with other people with developmental disabilities. We want to recognize the importance of those relationships. You will want to provide whatever encouragement you can for maintaining friendships that people develop in their day programs. The temptation might be to only "hang out" with

Your Presentation Notes



people who live together. Very often, people want to have relationships outside of their homes. They might need support, which could mean transportation or could mean personal assistance.

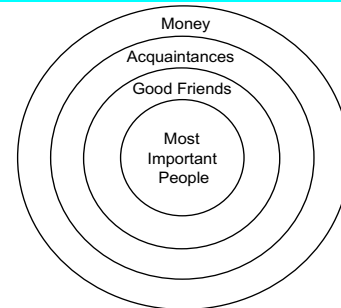
Let's look now at relationships that people have with people who do not necessarily have developmental disabilities. Those relationships need to be based on sharing interests – so how will we find out what people are interested in?

Some of you might be concerned about how to develop those relationships. You might be fearful of a person's behavior making him or her unwanted by community members. Or fearful that people will make fun of them. Or fearful that community members might take advantage of the people you support. Or afraid that people won't want to be at the same activity with people who have disabilities.

Many people find that once they find an activity they can share with others, the activity becomes the basis for the friendship. And, people don't need to be especially talented to share activities together. For example, where is the talent among a group of people who get together to watch a sporting event on television. The talent is on the screen, yet there is a chance for people to

Your Presentation Notes

Relationships



Session #9, Overhead 5

talk to one another and share their interest in the game.

Some people worry about whether the people we support will be accepted especially if the person has unusual behaviors. If you look back at your second and third circles, you will probably find some people who do unusual things that annoy you, but you have come to accept those things as parts of that person. That's because it's the interests you share that keeps you connected.

Jeff Strully, a service provider from the Los Angeles area, reminds us of what he calls "The Cheers Phenomenon." Cheers was a situation comedy on TV for years. Cheers was a bar in Boston where, as the song said, "everybody knows your name, and they're always glad you came." Each of the characters at Cheers had some abnormal behavior. Carla the barmaid was nasty, Sam the owner took advantage of women, Frasier was pompous, Norm didn't move from the bar stool, Cliff the postman was a "know-it-all." Yet, this was the place they all came together, and accepted things about each other – accepted the great things about each other, as well as the unusual things. The people we support can be accepted by people once they have the chance to get to know others and have others get to know them.

Your Presentation Notes

People deserve to have the chance to get to know people regardless of the severity of their disability. This is not easy work to do. And, developing friendships does not happen quickly. Chances are that you have known the people in circle 2 for a long time.

Here is a story about a situation which worked. You may have others to share that show how people can make friends. Peter lives in a home with five other men. Several of the men go to church together each Sunday. The church choir director noticed that Peter had a wonderful voice and wanted to include him in the church choir. The house manager was very concerned about Peter being away from her and being with people who didn't know him well. He had occasional behavior outbursts that she didn't feel she could explain. But Peter really wanted to be in the choir. It was his chance to do something he enjoyed and get to do something away from home. For the first four rehearsals, the manager took Peter to the church and picked him up when rehearsal ended. On the night of Peter's fifth rehearsal, one of the choir members commented that she drove right near the home on her way to church. She wondered if she could pick Peter up for practice and return him home. That worked for the next five rehearsals. At the tenth rehearsal, another choir member said that many of the

Your Presentation Notes

choir members go out for coffee after rehearsal. They wondered if Peter could join them for coffee. And he is now one of the Choir to Coffee bunch.

Is this true friendship? Is it the start of friendship? Is it a chance for friendships to develop? There are now a lot more people who know Peter and who care about Peter, and he is doing something he enjoys doing.

Maybe some of you have stories of people who have made friends because they shared an interest with someone else.

What are some of the reasons it is important for us to be working on friendships with people?

Do

Show overhead #6

Why work on friendships?

- Friendships are important to all people
- Health and well-being is improved
- Balancing the number of people who are paid to be part of someone's life with people who are just friends
- More power and control
- Reducing personal stress and staff burnout
- Giving back to the community

Your Presentation Notes

Why Work on Friendships?

- Friendships are important to all people
- Health and well-being are improved
- Balancing paid persons with friends
- More power and control
- Reducing stress/burnout
- Giving back to community

Session #9, Overhead 6

Say

We know that friendship is important to all people. There is evidence that people get better knowing that someone cares about them. Don't you like it when someone calls when you are not feeling well, just to see how you are doing?

We want to get to a point where there is a balance between the number of people who are paid to be in a person's life and the number of people who are just friends.

People say that they feel in control when they have a friend who supports them. It is easier to go to an IPP meeting and ask for something that professionals may not support when you have a friend who believes in you. Let's talk about how this reduces the burnout for DSPs. If people have no one else in their life, you are the mother, the father, the sister, the brother, the aunt, the uncle, the friend, the everything. This is a lot of responsibility. If people have others in their lives, they benefit and you benefit.

Sometimes an individual might choose an activity that allows him/her to give back to the community and have a chance to meet others as well. Maybe they want to work at the voter registration center, reminding people to register to vote. They meet people and perform a community service.

Your Presentation Notes

The people we support are often in a position of need – needing transportation, needing funding. If a person has a friend for whom they can purchase a birthday card, that person has given something back.

Does anyone have other reasons why it is important to work on friendship?

Say

There are some skills that people may need as relationships grow and develop.

Do

Show overhead #7

Say

Being a friend includes:

- Resolving problems
- Keeping friendships
- Terminating friendships as necessary

There may be times when DSPs have to assist people in finding ways to resolve differences between friends. Not everyone has the skill to easily solve problems.

People may need assistance with transportation and money management to keep friendships going. Someone might need help planning an activity with a friend. And there may be times when it is a good thing for a friendship to end. Not every relationship is good for both parties. People might need support in dealing with hurt,

Your Presentation Notes

Being a Friend

- **Resolving problems**
- **Keeping friendships**
- **Terminating friendships as necessary**
- **Good communication**



Session #9, Overhead 7

anger or how to initiate ending a relationship.

It is important for people to have ways to communicate – as we discussed in an earlier session. People need to know what questions to ask to get to know a person better, how close to stand when talking to someone, how to say no in situations that make them uncomfortable, which people are okay to spend more time with, and which are people they should not spend more time. Individuals may find themselves in new situations needing a way to solve problems with and without staff support.

You may be working with an individual who shows an interest in having a closer, more personal relationship with someone. If so, it is important that you be ready and available to talk to about their special relationship and what it means. You may need to provide information about the potential benefits, responsibilities, and risks of such a relationship.

Most people have very strong personal beliefs about intimacy. These beliefs originate from religious, cultural, familial, and/or other experiences. Your job as a DSP is not to change the beliefs of others to yours, but to talk to the individuals you support about their beliefs, and to provide accurate information about issues related to special relationships.

Your Presentation Notes

Being a Friend

- Resolving problems
- Keeping friendships
- Terminating friendships as necessary
- Good communication



Session #9, Overhead 7

Many people feel uncomfortable talking about relationships and intimacy. If so, you are encouraged to look for resources so that you can learn more and feel comfortable and confident talking with individuals about their special friendships. There is a lot of material in your handout packet, and you can check with a regional center service coordinator for additional local resources.

Say

Does anyone have questions about the material we covered in class today? We covered the importance of respecting others' daily routines, and how to develop friendships. There is a lot of material in your handout packet if you want more information.

Homework Assignment

Say

At your next session, you will be talking about Individual Rights, Laws and Regulations. One of the laws you will talk about is the Americans with Disabilities Act (ADA). Here's an opportunity to find out what the ADA really means about physical accessibility. Grab yourself a tape measure and the *Accessibility Check List* in the back of your resource guide, then check out a public building. It could be a sheltered workshop,

Your Presentation Notes

place of business, large or small, such as a bank, grocery store, flower shop, your regional center or the place where you work. Be sure to check out a restroom too. Bring your completed survey to class to discuss.

Don't forget to look at the key words for the next session. If you need help, you can find the definitions in the **Key Word Dictionary** in Session #12 of your *Resource Guide*. Any questions? See you next time

Your Presentation Notes

Physical Accessibility Checklist

(Excerpted from Jewish Family and Children's Services)

When choosing a meeting site or checking a public building for physical accessibility, consider the following:

	YES	NO	N/A
1. If parking is provided, there should be reserved parking places that are clearly marked with the access symbol.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. There should be an unobstructed path of travel from the parking space to the curb cut to the building entrance or the event area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The entrance to the building should be at least 32" wide in order to accommodate a wheelchair. The doorway threshold should be no higher than 1/2". The entrance door(s) should open easily (automatic doors or levered handles; minimal pressure).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Directional signs should be in large print or braille.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Building corridors should be at least 36" wide and free of obstructions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The meeting room or event area should be on the building entry floor or accessible by elevator. If the event is an open-air event, it should be held on a flat outside surface.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Any ramped or steep areas should be sloped 1:10-1:12, must be durable (for portable ramps) and should have handrails on either side.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. There should be brailled numbers on the elevator control panels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The meeting room entry should be a minimum of 32" wide, with a threshold no higher than 1/2" and with easily opened door(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. For open-air events, there should be flat-surface area(s) for viewing/participation which has an accessible path of travel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The drinking fountains should be no higher than 48" from the floor, or if higher, then drinking cups should be provided.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Telephones should be no higher than 48" from the floor and be equipped with sound amplifiers. TDDs should be available.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. In order to be accessible, a restroom facility should have the following factors:			
a. signage to indicate accessibility	<input type="checkbox"/>	<input type="checkbox"/>	
b. entries free from obstructions	<input type="checkbox"/>	<input type="checkbox"/>	
c. doorways with 32" minimum clearance width	<input type="checkbox"/>	<input type="checkbox"/>	
d. doorway threshold no higher than 1/2"	<input type="checkbox"/>	<input type="checkbox"/>	
e. easily opened door(s)	<input type="checkbox"/>	<input type="checkbox"/>	
f. restroom stall door which swings outward; at least 32" clearance width.	<input type="checkbox"/>	<input type="checkbox"/>	
g. stall at least 36" wide, 60" deep	<input type="checkbox"/>	<input type="checkbox"/>	
h. grab bars in stall	<input type="checkbox"/>	<input type="checkbox"/>	
i. raised commode 17-19" from floor	<input type="checkbox"/>	<input type="checkbox"/>	
j. faucets with lever-type handles	<input type="checkbox"/>	<input type="checkbox"/>	
k. basin with 30" clearance underneath and wrapped pipes	<input type="checkbox"/>	<input type="checkbox"/>	
l. towel racks and mirrors no higher than 40" from floor	<input type="checkbox"/>	<input type="checkbox"/>	

If You Want to Read More About Daily Living

A Guide to Consent

by Robert D. Dinerstein, J.D. , Stanley S. Herr, J.D., Ph.D., and Joan L. O'Sullivan, J.D.; (1999); AAMR, ISBN 0-940898-58-61

What happens when an individual with limited cognitive abilities makes a decision that could harm him or her? This book deals with the broad range of issues related to decision-making, including consent to sexual activity.

Rituals for Our Times: Celebrating, Healing, and Changing Our Lives and Our Relationships

by Evan Imber-Black and Janine Roberts ; (1992); Harper Collins, ISBN 0765701561

This book provided the background for Michael Smull's discussion on the importance of the routines in our lives.

Friendships and Community Connections between People with and without Developmental Disabilities

by Angela Novak Amado (1993); Paul H. Brookes Publishing Co.; ISBN 1-55766-121-9

Being "integrated" into a community goes beyond living in a home in a regular neighborhood. It means having friendships with others in that community who do not have disability labels . . . not merely be in the community but to be part of the community as well. There are a number of very touching and honest stories of friendships from people outside of the professional field of disabilities.

The Great Good Place – Cafes, Coffee Shops, Community Centers, Beauty Parlors, General Stores, Bars, Hangouts and How They Get You through the Day

by Ray Oldenburg (1997); Marlowe and Company; ISBN 1-56924-778-1

The book talks about places Oldenburg refers to as "third places," where people can get together and hang out just to enjoy people and have conversations. The book shows that we all have a strong need to associate with other people.

Just Say Know! Understanding and Reducing the Risk of Sexual Victimization of People with Developmental Disabilities

by Dave Hingsburger (1995); Diverse City Press; ISBN 1-896230-00-8

Just Say Know! is an easy to read book full of powerful information and real stories about real people. Dave Hingsburger writes about the practices and assumptions the field has offered and how those practices and assumptions have hurt people with disabilities. Through the book, the notion that sex is a natural part of our lives is repeated as an important message for people as well as a way to help people to protect themselves from sexual assault.

Socialization and Sexuality: A Comprehensive Training Guide for Professionals Helping People with Developmental Disabilities that Hinder Learning

by Winifred Kempton (1993); Winifred Kempton Associates

This book offers information, resources and materials for teaching about sexuality and disability. The book is full of training materials for teaching sexual safety, sexual pleasure and responsibility.

References for this Session

Friendships and Community Connections between People with and without Developmental Disabilities

by Angela Amado (1993); Paul H. Brookes Publishing Co., Baltimore

Positive Rituals and Quality of Life

by Michael Smull (1994); at ASA website

<<http://www.napanet.net/business/personal/ASA/ASA.html>>

Presentation to Community Monitoring Teams (1995)

by Jeff Strully, Executive Director of Jay Nolan Community Services, Mission Hills, CA

Presentation to North Los Angeles County Regional Center (1994)

by Judith Snow

The Great Good Place – cafes, coffee shops, community centers, beauty parlors, general stores, bars, hangouts and how they get you through the day

by Ray Oldenburg (1997); Marlowe and Company, New York